DOCUMENT RESUME

ED 200 542 SP 017 686

TITLE	Goshen College. Study-Service Trimester Program. A Concise Summary.
INSTITUTION	Goshen Coll., Ind.
PUB DATE	Aug 80
NOTE	26p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	College Credits; *Cross Cultural Studies; Developing Nations; *Experiential Learning; Field Experience Programs; Foreign Countries; General Education; Graduation Requirements; Higher Education; *International Programs; *International Studies; *Trimester System
IDENTIFIERS	*Goshen College IN

ABSTRACT

A Study-Service Trimester program combining study with field service and integrated into a normal term of four-year liberal arts education is described. The program is intended to offer students an opportunity to examine and experience the culture of another country and the chance to serve in a practical way, e.g. as teaching assistants, health service aids, playground supervisors, construction helpers and in other services that work closely with local persons. Developing countries in Central America and the Caribbean are selected as field study sites. This booklet contains information on the funding and administration of the program and the selection and responsibilities of participants, as well as a discussion of the educational philosophy underlying the program. A typical program of studies, field trips, and field placement assignments is outlined in the appendix. (JD)

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Goshen College

Study-Service Trimester Program

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A Concise Summary

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On the cover: Sandi Lapp observes a Haitian woman.

Cover design by Steven Johns

Printed August 1980 ..... 4 ..... 500 copies

Foreword

Helping students to develop cross-cultural awareness is considered important at Goshen College. As a means of assisting in this process, the college has developed several overseas study opportunities. The international education *Study-Service Trimester* is one such program.

For a program of international education to be effective, I believe that it should and must penetrate the entire college program and curriculum. At Goshen College this is the case. There is an international education component requirement for graduation. All students from all fields of study are expected to participate in an international education program. All faculty are eligible and considered, if interested, to direct study abroad programs. The college consciously attempts to find ways of "internationalizing the curriculum." Participation in the Study-Service Trimester by students and faculty directors certainly helps that process along.

It is hoped that this small booklet describing the SST program of Goshen College will give you an overview of the program and also present some general information.

Arlin Hunsberger
Director of International Education
Goshen College

Paul Murray with Belizian children.

Introduction

Goshen College is a four-year, co-educational liberal arts Mennonite college of about 1,150 full-time students. In 1966 a committee on the future of the college was appointed which resulted in major changes in the academic program of Goshen College. One of the first and most important changes was the introduction of the *Study-Service Trimester* (SST), a program designed to send all students to a "developing nation" for one trimester as part of their general education requirements. The Study-Service Trimester began its first full year of operation in September 1968 and has proven to be a very important part of the curriculum.

A Brief Description Of SST

•Goshen College transports students to SST locations in nearby countries, mainly in Central America and the Caribbean, for a trimester (14 weeks) of study and field experience. The average number of students in each unit is approximately 20.

•In each unit a Goshen faculty member, on leave from the campus specifically to lead the unit, plans and directs a program of study and field work. If married, the leader's spouse and family are also on location and are usually deeply involved in the program. The first half of the trimester is spent studying the language and culture of the host country. The faculty leader uses local resources and a variety of teaching-learning methods, including lectures, discussions, field trips, journal writing, readings, special projects and examinations. Library resources, although somewhat limited, are available at each unit.

•During the second half of the term each student is placed in a field experience location, usually in the rural part of the country. A wide variety of placements are available, such as observing and assisting in rural clinics, schools, community development programs and mission projects.

•Students live in the homes of nationals and eat at least two meals a day with their "families." However, they also study and interact as a unit during much of the first seven weeks.

•Students pay the same fees for the Study-Service Trimester as they would pay if they were on campus for a regular fall or winter trimester. The fees include tuition, room and board, and transportation to units located in Central America or the Caribbean area. Occasionally, special SST units are offered at moderate extra cost to the student (e.g., China, Korea, Poland).

•The Study-Service Trimester abroad is a requirement for graduation. However, there are optional ways of meeting the requirement, including on-campus courses in international studies. Approximately 85 percent of Goshen students participate in the SST program.

•Occasionally a German SST Alternate Program (extra cost) may be offered. This program would involve both the study of

the German language and the study of East-West relations, preferable by some time spent in East Germany, from the perspective of the Peace Church commitment. Three German language course units are required as a prerequisite for this program.

In 1980 Goshen College negotiated an educational exchange agreement with the People's Republic of China, the first between the People's Republic and an undergraduate college in the United States. Eight Chinese teachers of English will have spent the 1980-81 academic year at Gosher College, and 20 G.C. students will have been in China for 1[illegible] weeks, primarily at Sichuan Provincial Teachers College in Chengdu, where they will have served as assistants to English teachers. Numerous field trips, including visits to the capital cities of Washington, D.C., and Peking, were planned for both groups to enrich their exposure to the other's culture. The experimental China SST program is viewed as a unique opportunity for Goshen College, an opportunity that has grown out of the college's involvement in international education in other countries.

Students have accepted SST enthusiastically and it has become an integral part of the curriculum. Since the program began in 1968-69, an average of 245 students have completed the Study-Service Trimester *each year*. As of July 1980, a total of 2,913 students have gone on SST.

Host countries have been Belize, Costa Rica, El Salvador, Guadeloupe, Haiti, Honduras, Jamaica, and Nicaragua. Special "extra cost" units have been operated in China, Germany, Korea, and Poland.

Objectives Of The Study-Service Trimester

There are four basic objectives of the Study-Service Trimester, all of which are related to the student's general education.

1. *To examine and experience the culture of another country.* This should help students understand and respect another culture as well as their own, let them sense the meaning of nationhood, and give them a new perspective on their role in their own culture by the experience of being a minority—racially, socially, linguistically and religiously. It should assist them in understanding the revolutions of the times: technological, industrial, political, educational, and the "revolution of rising expectations," and help them get the understanding necessary to live and work effectively in a world made smaller by transportation and communication facilities.

2. *To gain the experience of serving in a practical way by participating in a program or project*, e.g., teaching assistants, health service aids, playground supervisors, construction helpers; working closely with local persons. This often means observing and learning about serving rather than doing extensive "service" due to the shortness of the placement.

3. *To experience an intensive relationship as a part of a small group of Goshen students and faculty members.* This often comes before students have decided on their collegiate and vocational goals and can be helpful in learning about vocational options as well as relationship skills.

4. *To contribute to a climate of international interest and understanding on the Goshen College campus.*

More than 200 American colleges and universities —including Goshen—send students abroad in special international education programs. Most of these colleges send students to Europe, some to Asia, and only a few to Central America and the Caribbean. Only a few colleges send all of their students abroad and most of them do not share the Goshen pattern of sending virtually all its students abroad—not to another college or university—but to a developing nation to spend a normal term of education in a program that includes both study and field experience.

Bruce Holaway talks with Honduran man.

Rationale For The Study-Service Trimester

The Study-Service Trimester abroad was one response to the belief that traditional education was becoming obsolete as a means of preparing students for life—and that time was running out for the small independent college unless it could demonstrate a useful and special function of its own.

After studying various new ways to carry out its motto of "Culture for Service," Goshen College came to a number of conclusions vital to the development of international education for all its students.

1. The small liberal arts college has a valid and important role to play in education. Its focus should be an effort to give individual students a degree of attention and help them to a sense of personal identity that cannot easily be found in the large university.

2. Some of the hardware that tends to make modern life impersonal—long-distance communications and transportation—might also be used as tools to push back the

walls of the campus and allow other parts of the world to be used as practical learning laboratories. In selected environments, students might have firsthand life experiences that, while spontaneous and sometimes random in nature, would occur within a planned curriculum and create a new kind of teaching-learning process in formal education.

3. The college, and the Mennonite Church which founded it in 1894, has some interesting peculiarities, including a tradition of being liberal and international-minded. For example, more than 50 percent of the teaching faculty has taught or worked abroad for a year or more. About the same number speak a second language, some more than two. As religious conscientious objectors to war, many faculty have worked abroad in developing countries in lieu of military service in church-sponsored Peace Corps-type programs. When World War II had ended, many Mennonites volunteered to assist in rebuilding in Europe and work in refugee resettlement. The church's PAX (meaning peace) program of overseas service was the model for the Peace Corps. The SST program has aspects of both PAX and the Peace Corps, but it combines study with field experience and is integrated into a normal term of education for academic credit. Goshen College is considered almost unique, then, in the depth and variety of its international ties.

Rationale For The Selection Of Developing Countries As Field Study Sites

The Study-Service Trimester abroad is intended to develop broader perspectives in students than exposure to the American culture or the college's general education program tend to develop. The basic Christian purpose of the college involves the concern that students be prepared for lives of Christian service within or outside their own country and that they have a broad international perspective. Involvement in international studies is one way to do this. To understand contemporary American thought the alternatives need to be considered.

The Study-Service Trimester, to be effective, must let students have vivid, firsthand life experiences and confrontations in a strange and unfamiliar setting so that they have something with which to compare to what has become for many the confusion, impersonality, and possession-oriented life in suburban America. Through immersion in an environment of deprivation via the Study-Service Trimester, purpose in life may be re-examined or perhaps looked at for the first time. If students get bitten by flies and mosquitoes, pick up a rash, sweat in the heat, get dysentery, can't take a hot bath for seven weeks, learn to live with tarantulas, and yet are able to live and learn among the people of that culture, they learn in a new way and gain wider perspectives—about themselves, about others, and about cultural differences.

A developing country, then, offers an attractive setting for the Study-Service Trimester for several reasons:

1. Students have to "break out of the shell" of their own culture.

2. Students are exposed to human need and, it is hoped, are motivated to understand and work at coming to grips with this reality.

3. Students are forced to live in another culture and in such a way that they cannot be insulated from it.

4. Students have a chance to see that Christian servanthood in a needy situation involves making the most of the resources available.

Kris Schumm leads Haitian class.

Academic credit is given for the Study-Service Trimester abroad. In many respects the international education program is similar to courses administered on campus in education, nursing, and social work that use the formula: three hours in laboratory experience equals one hour in class. In those courses as well as in SST, the integrity of the unit of academic credit is fully protected. Broader knowledge results if the student's time is portioned to include not only formal study and attendance at lectures and field trips, but also laboratory experiences. In SST, the lab work centers in firsthand observation of the culture and field experience in community service-oriented programs.

Selection Of Students

Assuming completion of prerequisite courses, any student eligible for study on the Goshen campus is eligible to enroll in the Study-Service Trimester abroad, with the following exception: The college reserves the right to exclude from participation in the Study-Service Trimester any student who is involved in conduct leading to disciplinary action or gives evidence of serious medical problems, either of a physical or emotional/psychological nature.

Before any student is accepted for the Study-Service Trimester, the SST office checks personally with the student development division and the college physician for screening purposes. Any questions regarding eligibility are handled by a screening committee. This committee of persons which represents the office of international education, student development division, and where applicable, medical and psychiatric authorities, reviews the specifics and arrives at a decision.

Questions such as the following are often considered when students are screened:

•Considering his particular emotional/psychological make-up, can the student personally profit from involvement in a Study-Service Trimester unit?

•Is there any evidence to suggest that he will not be able to function if the pressures of study, group interaction, and adjustment to a foreign culture becomes intense?

•Is there any evidence to suggest that the student will make it difficult for his host family, friends or field experience supervisor?

When there are questions about a student, counseling usually takes place and a decision is reached by the screening committee.

Students may elect the Study-Service Trimester any time after the second trimester of their freshman year. Most students prefer going during their sophomore year. They should preregister for the SST two trimesters in advance and specify first and second choices of language and/or geographic

area. The SST Office makes final specific assignments although almost all students receive their first choice.

Students from other colleges may be admitted for the SST but only under certain conditions. Ideally, such a person transfers to Goshen for at least one trimester before going on SST in order to learn more about the college and to prepare for SST. Any transfer who wants to come directly into the SST program can only be accepted if there are spaces left after Goshen students have had a chance to sign up (approximately three months before departure). The screening procedure is basically the same for transfers although more thorough for someone wanting to participate without spending a trimester on campus prior to SST.

Selection Of Faculty

All faculty, teaching and non-teaching, are considered eligible to lead Study-Service Trimester units. Faculty members apply to the director of international education and are selected jointly by the president of the college, provost, dean and director.

Typically, faculty members are sent abroad for a full year. Most leaders choose to spend several months on location studying the language, etc., before the school year begins. An overlap with the previous director is made in continuing units. Orientation of faculty members is done before they leave Goshen.

The faculty leaders become, by necessity, far more than college professors. They are administrators, counselors, guides, linguists, diplomats, expediters. It is their responsibility to arrange housing, set up study assignments and monitor them, listen to students' problems, act as disciplinarian, and provide a shoulder to cry on. The leaders deal extensively with nationals of the country, who are asked to help administer parts of the program. The faculty couples work together and share the responsibility on the basis of their personal strengths and weaknesses. Spouses and children normally accompany faculty members and are involved in many parts of the program.

Schedule

Goshen College operates on a trimester calendar—14 weeks to a trimester, three trimesters to an academic year. The trimester calendar seems to fit the Study-Service Trimester abroad: 14 weeks is long enough for a student to begin adjustments to a new culture, short enough to allow other academic pursuits to continue more or less uninterrupted. The trimester calendar also (1) provides for year-round operation, thereby realizing certain economies; (2) gives symmetrical academic terms, and consequently makes for the most efficient operation of the trimester abroad; (3) provides flexibility for transfer and part-time students to fit into Goshen's program; (4) makes vacation times for students and faculty real "changes of pace" by completing terms before Christmas and spring vacation; and (5) allows for completion of college in three years for students who may want to do so.

The 14-week trimester allows a mid-term reading day and a week of final examinations. The spring trimester is divided into four 3½-week terms, during which a full complement of courses is offered at the college as well as the Study-Service Trimester abroad. During the spring term the faculty is encouraged to develop experimental courses appropriate as intensive, single-course programs off campus, such as a marine biology seminar in Florida, drama and literature seminar at Stratford, Ont., peace studies and literature seminar in Ireland, social services and history seminar in Appalachia, art study tour in New York City, music, literature, drama and art courses in England and Germany.

In 1980-81 the trimester calendar worked out as follows:

Fall Trimester	Sept. 6-Dec. 17
Winter Trimester	Jan. 6-April 12
Spring Trimester	April 27-July 31
	(four 3½-week terms)

Graduates must complete 120 hours for graduation, one trimester (12 hours) being the Study-Service Trimester. Students may proceed at their own pace and attend from 3½ to 42 weeks a year.

Prerequisites, Academic Credit And Administration

Required before a student is eligible for the Study-Service Trimester abroad are two trimesters, or its full-time equivalent, of college attendance. A second prerequisite is the completion of two course units (two years in high school or one year in high school and one college trimester or two college trimesters) of study in the foreign language of the country where the student will be on SST. Several college courses which provide "cross-cultural study tools" may be substituted for language courses in units involving a foreign language not offered on campus or in English units. Advanced study of the language of the host country is strongly encouraged but not required. Students receive at least 12 hours of Study-Service credit distributed as follows:

Social Science	4 hours
Humanities	3 hours
Natural Science	1 hour
Foreign Language	4 hours
Total Credit	12 hours

More than four hours of credit for foreign language may be earned if tests indicate a student should receive more credit.

In English language areas, such as Belize, a four-hour course is offered instead of language study.

The grading system used on SST varies with the area under evaluation. Language credit in all countries and the independent study in lieu of language in English-speaking areas may be taken for grades (A-B-C-D-F) or for CR-NC. All other areas of SST are evaluated on the Credit-No Credit basis.

Credits earned on the Study-Service Trimester are normally lower level and help fulfill the general education requirements for the bachelor's degree. Any student who has 50 or more credits before SST will receive upper-level credit for SST. Upper-level credit for foreign language is possible if indicated by examination. Credit received in the Study-Service Trimester counts as residence credit.

Students who elect the on-campus alternative to the Study-Service Trimester choose a minimum of 14 hours of courses in area studies, international concerns, or anthropological interests. They also must complete the prerequisite for SST. Courses available include introduction to linguistics, international economics, international politics, social geography, cultural anthropology, sociology of minority relations, rural and developmental sociology, Asian religions, Latin American history, Latin America in world affairs, Latin American area studies, Latin American societies and cultures, African arts, African societies and cultures, the Far East, Hebrew life and culture, plus any upper-level foreign language courses.

A student who has lived in another country outside the United States or Canada, at least six months after completing high school, or for at least two years after the age of 12, or who has taken part in an organized service program operated by a church or service agency in a cultural group significantly different from his or her own for at least six months may receive partial credit toward meeting the on-campus requirements.

International students are not required to elect the Study-Service Trimester since studying at Goshen is an international experience in a new culture.

Administrative Responsibility

The Study-Service Trimester abroad is operated by the Office of International Education of the college.

The director of international education is administratively responsible to the provost of the college.

The Office of International Education also (1) promotes a variety of other overseas educational opportunities, (2) administers programs for international students on the Goshen campus, and (3) is instrumental in setting requirements for courses and studies for those students who, for some reason, do not elect the Study-Service Trimester abroad.

Ongoing Funding Design

The costs of the program have been about the same as the costs of serving an identical number of students on campus. There are several reasons why the costs are so nearly the same.

1. The student-faculty ratio on the Study-Service Trimester is more favorable for economical operation. The ratio of students to teaching faculty on campus has averaged 16.1 to 1. On the Study-Service Trimester, abroad, this ratio has averaged 19.6 to 1.

2. Cost of room and board in overseas countries has been less than on the home campus. The average cost for a student's room and board in the host country is $35 a week. The cost for housing and meals on campus is approximately $50 a week.

3. Costs of transportation are kept to a minimum by choosing countries close to the United States, mainly in Central America and the Caribbean. To keep travel costs low, Goshen College charters buses from its campus to the city of departure and then uses group-affinity flights for the rest of the journey. Units in more distant locations, such as South Korea, cost more because of the higher travel costs involved.

4. The Study-Service Trimester, from the day it was launched, has been deliberately financed within the normal fees structure of the college. The college chose not to depend on grants or outside gifts or resources so that the program would not be jeopardized by the whims of a donor or government agency.

5. Because of the number of students abroad during a trimester, the College has also realized significant capital savings because less academic building space is required on campus, as well as less space in residence halls and dining, union, recreational and lounge areas. The introduction of the Study-Service Trimester relieved pressures for constructing new residence halls and classroom buildings, as well as maintenance costs of that space.

Appendix I

Typical Program Of Studies, Field Trips And Field Placement Assignments

Belize SST Program

A. Lectures

1. "Welcome to Belize"—Paul Rodriguez, Mayor of Belize City.
2. "Social Customs in Belize"—Herbert and Joyce Gentle.
3. "People of Belize"—Leo Bradley, teacher at Belize Technical Institute.
4. "Belizean History"—Father Richard Buhler, president of St. John's College, Belize City.
5. Program of the National Arts and Crafts Center, Frank Lizama at the center.
6. "The Creoles"—Leo Bradley, teacher at Belize Technical Institute.
7. "Ecology of the Barrier Reef"—G. Winston Miller.
8. Three-lecture series on "the Mayas"—Father Richard Buhler, President of St. John's College.
9. Three-lecture series on "Creole Language"—Colville Young, Belize Technical Institute.
10. "Belizean Family Life"—Sadie Vernon, director of the Christian Social Council.
11. "U.S.-Belize Relations"—B.B. Nalle, U.S. consul-general.
12. "Belizean Culture"—Sadie Vernon, director of the Christian Social Council.
13. "The Mestizos"—Leo Bradley, teacher at Belize Technical Institute.

14. "Economy of Belize"—Leo Vasquez, banker.

15. "Mennonites in Belize"—Donald Lauver.

16. "Garifuna Indians"—Ted Palacio.

17. "Creole Stories"—Oswald Sutherland.

18. "4-H Program in Belize"—John Dieterly.

19. "Politics of Belize"—Leo Bradley, teacher at Belize Technical Institute.

20. "Education in Belize"—Basil Coleman.

21. "Medical Services"—Dylsia Groff.

22. "Peace Corps in Belize"—Marianne Graham, director.

23. Painting demonstration and lecture—Lewis Belisle, at his studio.

B. Field Trips

1. Visit to Belize City Hall, lecture in office of Mayor Paul Rodriguez.

2. Two-day Northern Belize field trip—Altun Ha Mayan Ruins, cane field and rural home at San Lazaro, Tower Hill Sugar Factory at Corozol.

3. Afternoon of recreation and social activities with students at St. John's College Sixth Form.

4. Three-day Western field trip—capital of Belize at Belmopan, Mennonite Colony at Spanish Lookout, Xunantunich Mayan Ruins, Guatemalan village of Melchor de Mencos, Mt. Pine Ridge Augustine Forest Station.

5. Coral reef exploration trip.

6. Two-day Southern field trip—Stann Creek Town, Carib music and folk dancing at Hopkins (Carib village), citrus

industry tour, lumber mill tour, Dangria, plant farm tour, 4-H Center tour.

7. Trip through dense tropical rain forest to ancient Mayan cave on Mrs. Woods' farm west of Belize City (optional).

8. Visit to Burrell Boom Village with folk songs by Brad Patico.

9. Outing to Goff's Caye—final unit activity before returning to U.S.

C. Field Assignments

1. Forestry assignment at Mountain Pine Ridge Forest Station.

2. Teacher aid at San Pedro High School.

3. Recreation and general work with children at Ontario Village Children's Home.

4. Teacher aid at Listowel School (boys' reform school).

5. Teacher aid at Stella Maris School for the Handicapped.

6. Research study with Red-footed Booby Birds in connection with the Audubon Society.

7. Business office assistant in Brodies' Department Store.

8. Nursing assignment, assisting a midwife, Belize City Hospital.

9. Assistant in the bat control program at Central Farm.

10. Caring for animals and general work at the 4-H Center, Belmopan.

11. Library aid at Central Farm.

12. Traveling to schools giving a slide show for the Audubon Society.

13. General work for the Belize Christian Council.

14. Diving and assisting in the conch project at a local fishery.

15. Assistant in the cattle program, Central Farm.

16. General outdoor work with the Peace Corps at Punta Gorda.

17. General farm work at the Mennonite Colony at Spanish Lookout.

18. Assistant in the hog program, Central Farm.

Apendix II

1969-70 Evaluation Of The Study-Service Trimester

Summary Of Results Of General Opinion Survey For SST

An analysis of opinions by students on SST units was undertaken in 1970 by Allan Pfnister of the University of Denver. He used a questionnaire developed by C. Robert Pace from the University of California at Los Angeles. There were 35 items and the students were asked to pick one of four responses: strongly agree, agree, disagree or strongly disagree. The questionnaire was given to the students before going on SST and after their return. The same questionnaires were also used with the students going to Poland in 1974 and 1975.

Two tables of analysis may be useful. The results listed under Column I below give the number of questions on which half or more of the students in the unit changed by at least one level, irrespective of the direction of change. For example, a change from strongly agree to agree would be a change of one level.

Column II gives the number of students changing times the number of questions on which they changed for the information under I.

Column III gives the number of questions on which there is a significant difference in group means score. In a group of 19 students, this meant a net change of five units or more in one direction on a given question and in the case of 25 students, it meant a net change of 6½ or more in one direction.

	I	II	III
Costa Rica (1970)	9	99	8
Jamaica (1970)	11	121	11
Germany (1970)	4	47	6
Korea (1971)	8	111	7
Poland (1974)	8	92	9
Poland (1975)	6	82	4

It is interesting to note the particular questions on which the opinion changes occurred. Pfnister developed a summary that discusses the particular questions on which there were changes in the first four groups in the table. For Poland, there was very little overlap in the questions from one year to the next. Only two questions appeared in both the results for 1974 and 1975. One said, "Achieving, doing, accumulating possessions, making money, gaining status and influence, etc., are values of questionable importance or desirability." Another one said, "The use of disruptive tactics and the destruction of properties is often necessary to change the status quo."

In the questions for which there was a significant difference in group means score, none of the questions on which there was a shift in 1974 was also involved in the shifts in 1975.

1978-79 Evaluation Of The Study-Service Trimester

An evaluation of the SST program's first decade by a 13-person committee composed of six faculty, two students, two alumni, two representatives of church mission/service agencies and a consultant, Professor Allan Pfnister of the University of Denver, led to this strong conclusion: "SST is meeting its main objectives quite effectively. . . . It is a highly significant part of the educational program of GC."

The committee interviewed faculty, students and alumni who had been on SST about the importance of the program

and how it had affected them. The committee also used a general opinion survey administered to students before and after SST since 1973 to see how specific attitudes had changed during the program.

Students, faculty and alumni alike reported broader awareness to world needs, intercultural understanding and sensitivity, and a greater feeling of self-reliance.

All of the students interviewed felt that SST "is a valuable and successful educational endeavor." Some volunteered such statements as "I'll remember it the rest of my life," "it is a life-changing process," and "should be a federal law to make SST mandatory."

Faculty members strongly believe that SST develops and broadens one's world view, develops an awareness of the needs, inequalities and injustices of the third world, helps participants understand cultural differences and provides opportunity for the development of coping skills and personal growth.

Of the more than 300 SST alumni responding to a questionnaire, 95 percent said SST enabled them to better understand and respect another culture and their own culture and to live more effectively in a world made smaller by modern transportation and communication facilities.

Eighty-four percent of the SST alumni respondents indicated that SST was either "one of the most important experiences in my life" or "a great experience." Another 15 percent rated SST as "a good experience on the whole."

All in all, the committee's final report was encouraging. It cautioned against allowing SST "to become static or merely a status symbol for the institutin. The continuing challenge is to be creative and forward-looking about SST as well as about the total educational experience at GC."

Copies of the evaluation report are available from the SST Office.

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